

Ontario Secondary School Literacy Test, March 2011

Profile of Strengths and Areas for Improvement

School: Monsignor Percy Johnson Catholic HS (732443)
Board: Toronto Catholic District School Board (67059)

This report is designed to assist educators in

- identifying areas that were challenging for students and areas in which students performed consistently well;
- identifying patterns in school and board performance for the purpose of improving instruction and better serving all students' needs and
- sharing a deeper understanding of results with students, parents and community members.

This report provides a graphic summary of student performance on the literacy skills assessed by the OSSLT. It can be used to identify strengths and weaknesses in the reading and writing skills that students are expected to develop by the end of Grade 9 across all subjects as outlined in *The Ontario Curriculum*.

A horizontal bar graph indicates the percentage of **fully participating** first-time eligible students who demonstrated success in each skill for the school, board and province. The provincial success rate for all skills is the same and has been set at the overall success rate on the test. This alignment allows comparisons to be made across the five skills and among years.

To get an understanding of what is measured for each skill, please refer to the OSSLT *Framework* and the Released 2011 OSSLT Materials on the EQAO Web site. For an explanation of how the percentages are calculated, see the "Profile Report Technical Paper."

How to Interpret and Use the Profile Report

- Identify the reading and writing skills that students in your school or board were able to demonstrate successfully.*
- Identify the reading and writing skills that represented a challenge for students in your school or board.
- Review the "Summary of Results and Strategies for Teachers" on the EQAO Web site, in which observations of student performance are summarized for various skills and types of items. Interpret your school or board's successes and challenges in relation to the observations in the *Provincial Secondary School Report*.
- Engage staff in Grades 7 to 10 in a discussion about what percentage would suggest a strength in your students. Identify factors that might have contributed to a strength in specific skills (e.g., teaching

strategies, content coverage, school focus, new learning resources).

- Similarly discuss with staff what percentage would suggest an area in need of improvement in your students. Identify factors that might have contributed to the need for improvement in specific skills (e.g., lack of direct teaching, poor student attendance).
- Consider the performance of your students in relation to that of students in demographically similar schools.
- Remember that since some skills are assessed by a small number of items on the test, these results are only one indication of student success in any particular skill. Consider other sources of classroom information and assessments to corroborate the areas of strength and weakness identified. Consider whether these observations are consistent with results over time and therefore indicative of patterns of performance in your school or board.
- Use the results in the Profile Report in conjunction with information from other sources when developing your school or board literacy action plans. Acknowledge and build on areas of success and set goals for improvement.

Sample OSSLT assessment materials are provided on the EQAO Web site. Administrators and teachers may find these documents helpful in understanding the nature of the tasks students were asked to undertake and how the scoring criteria were applied.

Some useful ideas for developing literacy plans are given in the "Case Studies: On the Journey of Learning" and "Summary of Results and Strategies for Teachers" on the EQAO Web site.

* Remember to exercise caution when interpreting results for small schools. For example, in a group of 30 students, 10% represents only three students.

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Profile of Strengths and Areas for Improvement
First-Time Eligible Students
N*=254

LITERACY SKILL (as identified in <i>The Ontario Curriculum</i> to the end of Grade 9)	Percentage of Students Demonstrating Success in Each Skill								
Reading									
<ul style="list-style-type: none"> Understanding explicitly stated information and ideas [R1] (MC I:2, I:3, V:1, V:4, VIII:1, VIII:3, XI:5)[†] 	<table border="1"> <thead> <tr> <th>Entity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>S[‡]</td> <td>78%</td> </tr> <tr> <td>B</td> <td>81%</td> </tr> <tr> <td>P</td> <td>83%</td> </tr> </tbody> </table>	Entity	Percentage	S [‡]	78%	B	81%	P	83%
Entity	Percentage								
S [‡]	78%								
B	81%								
P	83%								
<ul style="list-style-type: none"> Understanding implicitly stated information and ideas (making inferences) [R2] (MC I:1, I:4, V:3, V:5, V:6, VIII:2, VIII:4, VIII:5, VIII:8, VIII:9, IX:1, IX:2, IX:4, IX:5, XI:1, XI:2, XI:3, XI:6) (OR V:7, IX:6) 	<table border="1"> <thead> <tr> <th>Entity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>S</td> <td>80%</td> </tr> <tr> <td>B</td> <td>81%</td> </tr> <tr> <td>P</td> <td>83%</td> </tr> </tbody> </table>	Entity	Percentage	S	80%	B	81%	P	83%
Entity	Percentage								
S	80%								
B	81%								
P	83%								
<ul style="list-style-type: none"> Making connections between information and ideas in a reading selection and personal knowledge and experience [R3] (MC I:5, V:2, VIII:6, VIII:7, IX:3, XI:4) (OR I:6, IX:7) 	<table border="1"> <thead> <tr> <th>Entity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>S</td> <td>75%</td> </tr> <tr> <td>B</td> <td>81%</td> </tr> <tr> <td>P</td> <td>83%</td> </tr> </tbody> </table>	Entity	Percentage	S	75%	B	81%	P	83%
Entity	Percentage								
S	75%								
B	81%								
P	83%								
Writing									
<ul style="list-style-type: none"> Developing a main idea with sufficient supporting details [W1] (MC II:4, VII:3) Organizing information and ideas in a clear, understandable manner [W2] (MC II:1, VII:1) Topic development (main idea, supporting details and organization) [W4] (SW III:1, X:1) (LW IV:1, VI:1) 	<table border="1"> <thead> <tr> <th>Entity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>S</td> <td>84%</td> </tr> <tr> <td>B</td> <td>87%</td> </tr> <tr> <td>P</td> <td>83%</td> </tr> </tbody> </table>	Entity	Percentage	S	84%	B	87%	P	83%
Entity	Percentage								
S	84%								
B	87%								
P	83%								
<ul style="list-style-type: none"> Using conventions (spelling, grammar, punctuation) in a manner that does not distract from clear communication [W3] (MC II:2, II:3, VII:2, VII:4) (SW III:1, X:1) (LW IV:1, VI:1) 	<table border="1"> <thead> <tr> <th>Entity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>S</td> <td>81%</td> </tr> <tr> <td>B</td> <td>84%</td> </tr> <tr> <td>P</td> <td>83%</td> </tr> </tbody> </table>	Entity	Percentage	S	81%	B	84%	P	83%
Entity	Percentage								
S	81%								
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* The number of fully participating students, both those successful and those unsuccessful (excludes students whose scores do not include one or more items). W: Results are being withheld by EQAO.

[†] MC = multiple choice, OR = open response, SW = short writing and LW = long writing. Roman numerals refer to the test booklet section and are followed by the item number. The items can be found in the Released 2011 OSSLT Materials on the EQAO Web site.

[‡] S = School, B = Board and P = Province.